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ABSTRACT

A follow-up study of students entering Howard Community College (HCC) in 1978 was conducted to obtain information on student outcomes three and one-half years after enrollment. A questionnaire developed by the Maryland Community College Research Group and the Maryland State Board for Community Colleges was sent to 592 students who entered HCC in 1978 with no previous college experience. Study findings, based on responses from 170 students, revealed: (1) 35% of the respondents indicated that their primary reason for attending HCC was to prepare for transfer to a four-year institution, and 31% wanted to prepare for immediate entry into a career; (2) 83% of those attending HCC to prepare for transfer had achieved that goal between fall 1978 and spring 1982; (3) 84% of those who wanted full-time employment had attained it; (4) 93% of the respondents were satisfied with the quality of instruction in their program, and 95% were satisfied with their preparation for transfer; (5) 37% of those with the goal of earning an associate in arts degree had earned the degree within three and one-half years of entry; (6) the primary reasons given for leaving HCC before graduating were to transfer (26%), scheduling conflict with job (10%), or personal/marriage reasons (13%); and (7) 74% of the respondents were employed full-time (52%) or part-time (22%) at the time of the survey. The study report includes data from a statewide survey of 1978 college entrants and the questionnaire. (HB)

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FOLLOW-UP OF 1978 ENTRANTS

by

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Research Report Number 32

March 1983

Office of Research and Planning
Howard Community College
Columbia, Maryland

BRIEF SUMMARY OF FINDINGS
RESEARCH REPORT 32

TITLE: FOLLOW-UP OF 1978 ENTRANTS

AUTHORS: Lawrence A. Nespoli, Executive Assistant to the President and Susan K. Radcliffe, Research Specialist

PURPOSE: To survey students three and one half years after their initial enrollment in college in order to determine educational and career achievements related to their community college education.

METHODOLOGY: Using a questionnaire and research design developed jointly by the Maryland Community College Research Group (MCCRG) and the State Board for Community Colleges (SBCC), 592 students who first attended Howard Community College in the fall of 1978 with no previous college experience, were surveyed in the spring of 1982. Results were analyzed by SBCC and the research offices of seventeen Maryland community colleges.

FINDINGS:

- Eighty-three percent of those students whose primary reason for attending HCC was to prepare for transfer had achieved that goal between Fall 1978 and Spring 1982.
- Eighty-four percent of those who wanted full-time employment achieved it.
- Ninety-three percent expressed satisfaction with the quality of instruction in their program; 96 percent were satisfied with HCC generally; 95 percent were satisfied with their preparation for transfer.
- Thirty-five percent of these students said that their primary reason for attending was to prepare for transfer; 31 percent wanted to prepare for immediate entry into a career or were seeking to update skills for their current job. The remaining 34 percent said that their primary reasons for attending were exploration of a new career (15 percent); interest and self-enrichment (15 percent); and other (4 percent).
- Thirty-seven percent of those with the goal of earning an AA degree had earned the degree within three and one half years of entry.
- The primary reasons given for leaving HCC before graduating were that students had transferred (26 percent); scheduling conflicts with jobs (10 percent); personal/marriage reasons (13 percent). Another 13 percent had left because they had achieved their goals or changed their goals.
- Many students transferred to four-year institutions without first earning the AA. This trend has continued from the 1976 Entrants Follow-Up Study.

Howard Community College
Office of Research and Planning
1983

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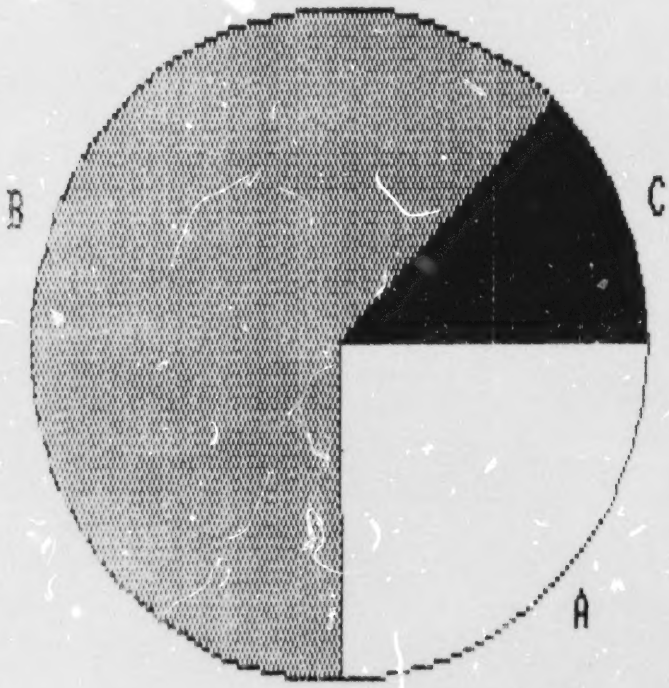
EXECUTIVE SUMMARY

CHART 1

FIRST-TIME STUDENTS AS PROPORTION OF POPULATION



A FIRST-TIME	25%
B OTHER FIRST-YR	62%
C SECOND-YEAR	13%

1978

FIGURES ARE FROM TABLE 1

I. INTRODUCTION

The Follow-Up of 1978 Entrants is a study of students who entered Howard Community College in Fall 1978 with no previous college experience. The study is part of a statewide follow-up of all students who entered Maryland's community colleges three and one half years after their initial enrollment. The study is done every other year as a cooperative effort by the Maryland Community College Research Group (MCCRG) and the Maryland State Board for Community Colleges (SBCC).

II. PURPOSE

The purpose of the First-Time Student Follow-Up (or Entrants Follow-Up) is to discover what has happened to students who entered the community colleges in the fall of 1978 at a point three and one half years after entry. This is the closest thing to a longitudinal study conducted by Maryland's community colleges. As with all longitudinal studies, one of the biggest difficulties is finding the subjects of the study several years later; many have moved without leaving forwarding addresses. Therefore, the response rate does not compare favorably to graduate follow-up studies which survey graduates six months after graduation.

In spite of this and other difficulties, the study is very important, as it is our only major effort to find out what happens to <u>all</u> students who enter community colleges, not only those who successfully complete their respective programs. Do they graduate? Do they attend primarily for self-enrichment rather than degrees? How many of those who said they wanted to transfer actually did transfer? Have students been able to find employment? Were they satisfied with their community college education? These are just a few of the questions explored by this follow-up of first-time students.

III. METHODOLOGY

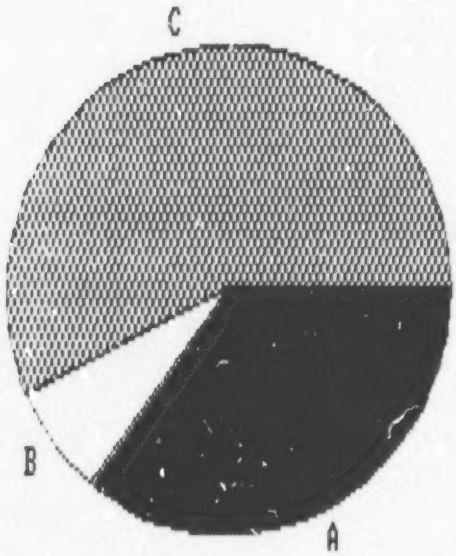
The HCC Computer Center provided the Research Office with a file on all students who entered HCC in fall of 1978 with no previous college experience. This file contained demographic data about the entrants, miscellaneous information such as whether they were still enrolled, plus addresses for mailing labels. A questionnaire developed by the MCCRG and the SBCC (see Appendix A) was sent to the 592 entrants in a series of three mailings during the spring of 1982. The data provided by the HCC Computer Center from our files together with the students' reponses to survey questions were analyzed on a statewide level and on the individual college level using the Statistical Package for the Social Sciences (SPSS) on the University of Maryland Univac computer. That analysis was conducted by the SBCC Research Office.

The 592 entrants in Fall 1978 represent about 25 percent of the total HCC Fall 1978 student population (see Table 1 and Chart 1). This proportion is very close to the percentage of first-time students in the Fall 1982 population (Table 1).

Of the 592 entrants, 170 returned questionnaires. This represents an adjusted response rate of 46 percent, excluding the 200 questionnaires which were undeliverable (see Table 2). This relatively low response rate illustrates one of the difficulties of conducting longitudinal studies.

CHART 2

ACADEMIC GOALS



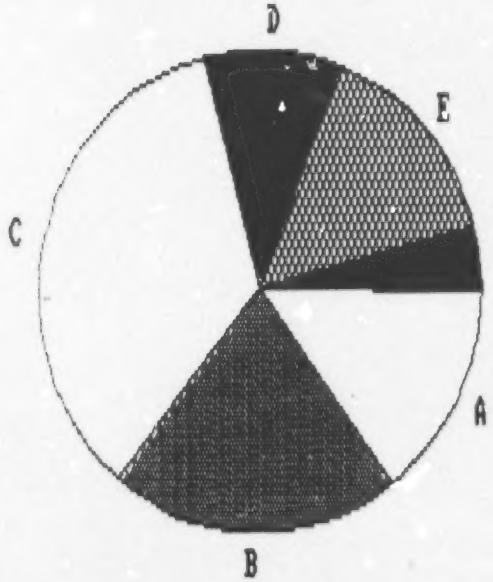
A COURSES ONLY	36%
B CERTIFICATE	7%
C AA DEGREE	57%

1978

FIGURES ARE FROM TABLE 10

CHART 3

REASONS FOR ATTENDING HCC



A EXPLORATION	15%
B CAREER PREP	21%
C TRANSFER PREP	35%
D UPDATE SKILLS	10%
E INTEREST	15%
F OTHER	4%

1978

FIGURES ARE FROM TABLE 11

IV. HIGHLIGHTS OF FINDINGS

The findings of the Follow-Up of 1978 Entrants are presented in the following 36 tables. Charts 1 through 5 have been added to help clarify these results. Highlights of findings are discussed below.

Reasons for Attending Howard Community College

Community college students have a wide variety of reasons for attending: many students are adults, many have jobs, and they frequently do not attend college for the traditional reasons. This is true throughout Maryland and the nation.* Tables 10 and 11 (and Charts 2 and 3 on the facing page) show students' academic goals (Chart 2) and also reasons for attending Howard Community College (Chart 3).

- Over one-third of respondents planned to take courses without pursuing a degree or certificate.
- Over half of the entrants had the goal of earning an AA degree.
- The primary reason for attending HCC was to prepare for transfer to a four-year institution -- accounting for 35 percent of all respondents.
- The second largest group of respondents (21 percent) attended HCC to prepare for entry into a career; another 10 percent were seeking to update skills for their current job.
- The two reasons: "Explore a new field" and "Interest and self-enrichment" account for another 30 percent.

Tables 10 and 11 also show that goals and reasons for attending reported by HCC entrants are very close to statewide percentages.

It should be noted that both goals and reasons for attending are as respondents reported them three and one half years after entry. Future studies will be able to analyze results from goals and reasons given at the time of first attendance since these questions are now part of the HCC application form.

Formal Academic Achievements at HCC

The 170 respondents to this survey earned an average of 27 credit hours at HCC, and 41 of them (24 percent) earned 31 or more credits at HCC. Thirty-one of the respondents, or 18 percent, earned an AA degree or certificate (Tables 4 and 5 give these figures). Students had a mean grade point average of 2.87 while at HCC.

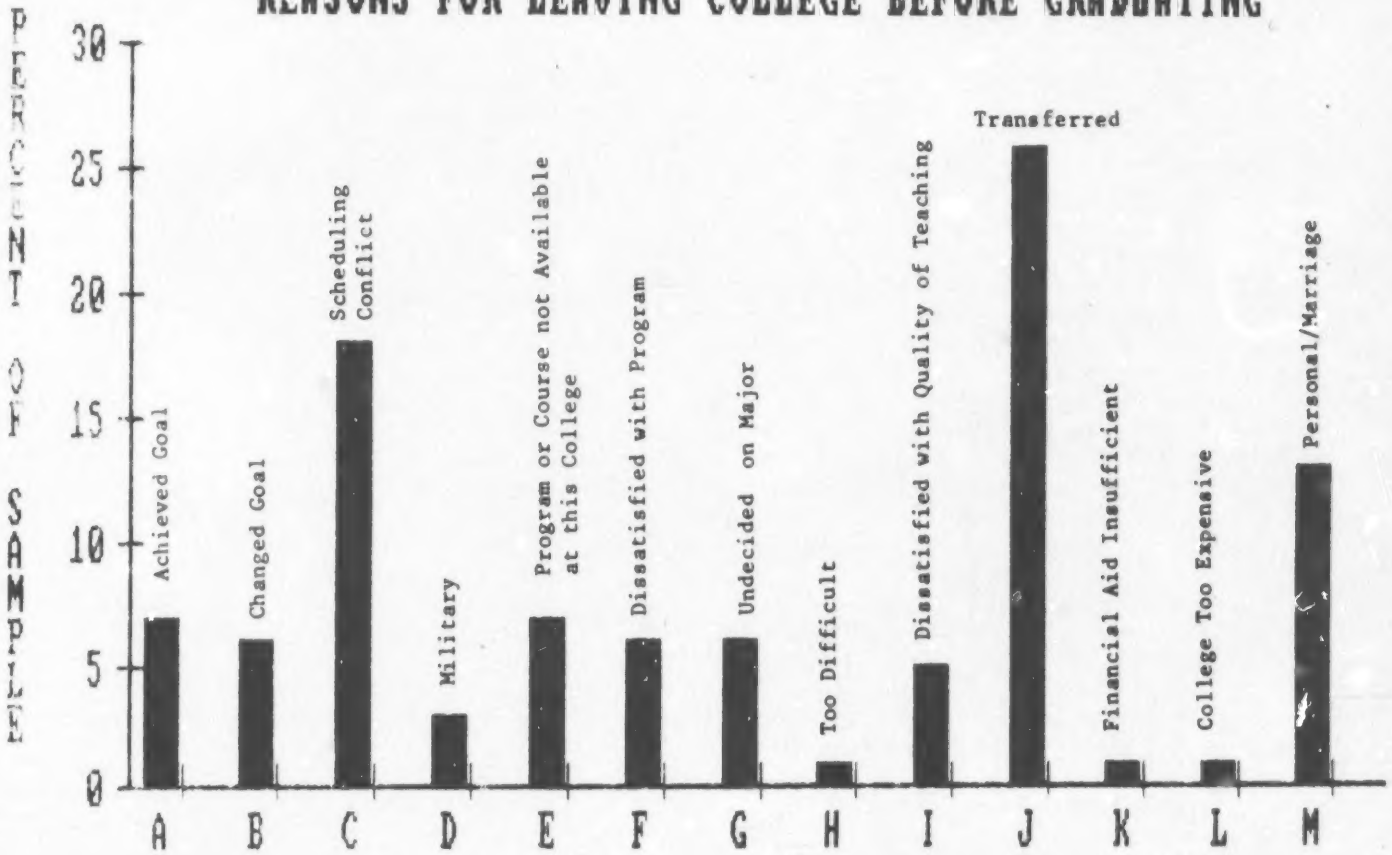
Table 5 also compares degrees earned by HCC students to statewide numbers of degrees awarded. Percentages are very close showing that HCC's figures are in line with statewide trends.

The "Goal Achievement" tables and accompanying text look at this in a slightly different way representing an attempt to measure student achievement against student goals. Thirty-seven percent of those who said they wanted an AA had

* See, for example, Ed Gleazer's The Community College: Values, Vision, and Vitality (1980); "Judging Community Colleges" by Judith Eaton, AACJC Journal (September, 1982); Statewide Longitudinal Study, 1978-1981 -- Final Report by the California Postsecondary Education Coordinating Commission.

CHART 4

REASONS FOR LEAVING COLLEGE BEFORE GRADUATING



FIGURES ARE FROM TABLE 15

received one three and one half years later (see Table 28 and "Goal Achievement" section below).

Reasons for Leaving College before Graduating

Two categories account for 45 percent of the responses concerning the reasons why students left HCC without formal awards (Table 15 and Chart 4 on facing page).

- Twenty-six percent left HCC because they transferred. This was the largest group.
- Nineteen percent left because of a scheduling conflict with their work.
- Thirteen percent left for personal reasons.
- Another thirteen percent left because they either achieved their goal (7 percent) or changed their goal (6 percent).

Students who begin at a community college and plan to transfer may or may not believe that it is important to earn their AA degree before transferring. At HCC and throughout Maryland generally, many do transfer without graduating. These data suggest that we need to examine the ways people benefit from attendance short of completing an associate degree. For many students, the community college transfer function is best defined as a sequence of courses regardless of the amount of time it takes to complete them, and regardless of whether or not they lead to the completion of a degree.

Many community college students are employed while attending college, and some are attending college to upgrade job skills. Table 17 shows that 42 percent of the survey respondents employed full-time had the same job in 1982 at the time of the survey that they had while attending college. These factors help to explain why the job won out over college attendance for 19 percent of the respondents.

Employed Respondents

Tables 16 through 20 give detailed information on the employment status of the 1978 first-time students. Some highlights of these tables are:

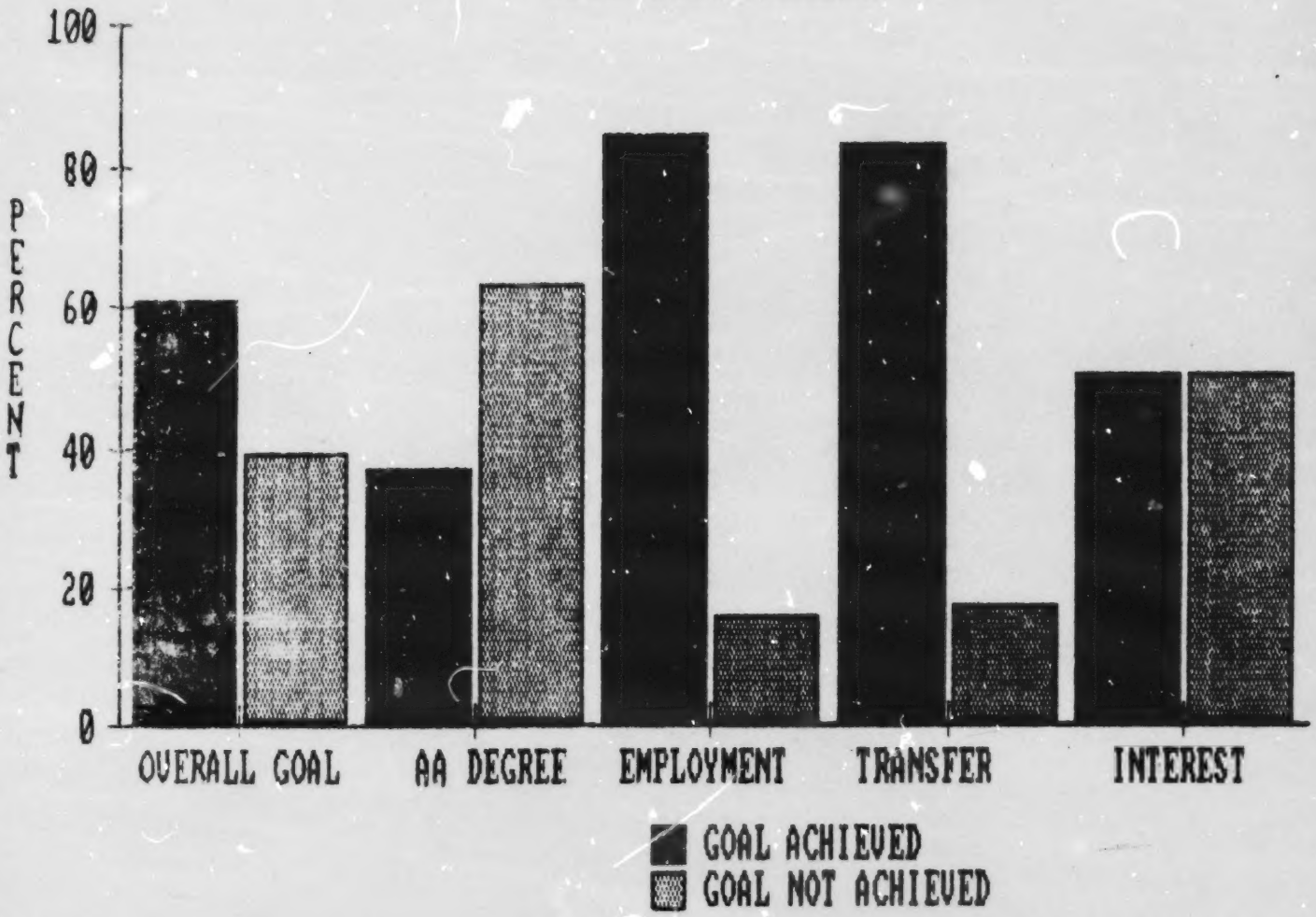
- Seventy-four percent of the sample were employed (52 percent full-time and 22 percent part-time) at the time of the survey.
- Eighty-four percent of those who wanted full-time employment achieved it (see Table 28 and "Goal Achievement" section below).
- Forty-seven percent of those employed full-time were working in Howard County.
- Thirty-seven percent were working in another Maryland county. (This figure is much higher than the statewide percentage of 18.7 percent.)
- Seventy-one percent reported that their community college program was related to their job (40 percent directly related).
- Respondents found HCC programs most helpful in increasing the "theoretical understanding" required by their jobs and in increasing their abilities to "perform required job skills."

Students Who Transferred

Tables 21 through 27 deal with transfer information. These tables show which

CHART 5

GOAL ACHIEVEMENT



institutions students transferred to, enrollment status, credit hours lost in transfer, and satisfaction with preparation for transfer.

- Sixty-eight students, or 40 percent of the respondents, reported transfer to another college. This is higher than the 35 percent who gave preparing for transfer as their primary reason for attending (Table 11).
- Eighty-three percent of those who wanted to transfer did so (see Table 28 and also "Goal Achievement" section below).
- Forty-four percent of those who transferred went to the University of Maryland.
- Seventy-five percent reported their transfer program was related to their community college program (38 percent directly related).
- Sixty-eight percent lost no credits in transferring, but 32 percent did lose credits. This is a continuing concern of community colleges. The situation has been improved through articulation agreements, but more progress can be made.
- Students perform successfully at transfer institutions according to reported grade point averages. Seventy-two percent of HCC's transfer students had G.P.A.s of 2.50 or higher at the transfer institution; 41 percent had a 3.0 or better.
- Ninety-five percent were satisfied with their preparation for transfer (33 percent were extremely satisfied).

Goal Achievement

How successful are community college students in accomplishing their academic and personal goals? Table 12, Tables 28 through 32, and Table 36 deal with this question of goal achievement. Also see Chart 5 on the facing page. Some of the highlights are listed below:

- Sixty-one percent of those responding said that they had achieved their personal goals before leaving HCC (see Table 12 and Chart 5 on facing page). Statewide percentages are almost exactly the same.
- Eighty-four percent of those who wanted full-time employment achieved it (Table 28); this compares favorably to a statewide figure of 74 percent.
- Eighty-three percent of those who wanted to transfer did so (Table 28); this compares favorably to a statewide figure of 76 percent.
- Thirty-seven percent of those who listed an AA degree as a goal earned the degree. The statewide figure was 38 percent.
- Females who had goals of employment and transfer were more likely than males to achieve those goals (see Tables 30 and 31).
- Males were more likely than females to achieve the AA degree (see Table 29) although the actual numbers are small. Also, more females than males actually earn degrees each year.

Maryland's community colleges serve a diverse student population with a wide variety of educational goals. Given that reality, perhaps the best way to evaluate their success is to look at educational results against the student's initial reasons for attending. By this criterion and particularly in the areas of preparation for transfer and occupational training, community colleges are achieving a high level of success.

Satisfaction with HCC Education

Finally, students reported satisfaction with their educational program, their

community college generally, and their preparation for transfer as shown by Table 14, Table 27, and Tables 33 through 35. The low degree goal achievement noted above has not been due to discontent or dissatisfaction with the colleges.

- Ninety-three percent of the respondents were satisfied with the quality of instruction in their academic program.
- Ninety-six percent reported satisfaction with the College generally.
- Ninety-five percent were satisfied with their preparation for transfer.
- Male respondents were a little more likely than females to be satisfied with their programs, the College, and preparation for transfer.
- Minority students were a little more likely than non-minority students to be satisfied with the three areas listed for evaluation.
- Full-time and part-time students were about equal in reporting satisfaction with their education. In the specific area of preparation for transfer, however, full-time students were more satisfied.

IV. CONCLUSION

Community college students, including those at Howard, continue to attend college for a variety of reasons not limited to earning formal awards (AA degree or certificate). Preparation for transfer and preparation for a career were the two primary reasons for attending HCC in the 1978 Entrants Follow-Up. Students may not want or need to graduate in order to accomplish those purposes. The majority of HCC entrants reported that they did achieve their goals. Over 80 percent of those who wanted to transfer did so; and over 80 percent of those who wanted full-time employment achieved it.

Females were more likely than males to achieve goals of transfer and employment. Males were slightly more likely to achieve the goal of an AA degree. This is exactly opposite from the statewide findings. Concerning minority students, the sample is too small to draw conclusions. However, it is interesting to note that goal achievement among that small group of HCC minority students was higher than for non-minority respondents, also contrary to the results of the statewide findings.

In sum, Community college students do not fit neatly into traditional patterns. They attend college for many reasons and oftentimes do not earn traditional formal awards while pursuing their primary goals of transfer and employment. This should not, however, be seen as a failure on the part of the colleges or the students. These students are in fact quite successful in actually achieving their goals, regardless of whether they complete an AA along the way. And they are very satisfied with the role community colleges have played in helping them to achieve those goals.

Studies such as this one should help community colleges understand the educational needs of their students, many of whom are older adults who want a flexible way of continuing their education. Our students are non-traditional; our methods for assessing student and institutional performance must be non-traditional as well.

Table 1

FOLLOW-UP SURVEY OF 1978 ENTRANTS

First-Time Students as Proportion of Total Student Population
Fall 1978 and Fall 1982

Sex & Semester Class Status	FALL 1978				FALL 1982			
	Total		Sex		Total		Sex	
	N	%	M	F	N	%	M	F
First-Time[1]	592	25	199	393	891	24	356	535
Other First-Year[2]	1,488	62	484	1,004	2,133	59	693	1,440
Second-Year[3]	307	13	90	217	626	17	194	432
TOTAL	2,387	100	773	1,614	3,650	100	1,243	2,407

[1]First-Time students are those who have no previous college credits.

[2]Other first-year students are persons who are enrolled at HCC, have attended college prior to the given fall semester, and have earned less than 30 credits.

[3]Second-year students are those students enrolled in the given semester who have earned more than 30 credits.

Table 2

FOLLOW UP SURVEY OF 1978 ENTRANTS
RESPONDENTS BY COMMUNITY COLLEGE

College	Number of Respondents	Weighted Percent of Total	Adjusted * Response Rate
Allegany	315	3.9	52.9
Anne Arundel	271	10.1	45.9
Baltimore	138	5.1	25.1
Catonsville	715	8.9	28.1
Cecil	96	1.2	37.2
Charles	183	6.8	53.4
Chesapeake	231	2.9	58.2
Dundalk	221	2.7	38.2
Essex	286	10.6	42.6
Frederick	278	3.4	47.1
Garrett	86	1.1	36.6
Hagerstown	269	3.3	63.6
Harford	225	7.5	45.4
Howard	170	2.1	46.0
Montgomery	926	17.5	46.4
Prince George's	684	8.5	23.0
Wor-Wic Tech	60	.7	22.6
TOTAL	5,123	100.0	37.0

* This response rate is calculated only from the number of questionnaires which were actually delivered by the post office.

Table 3

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How many students who first enrolled in Fall 1978 are still currently enrolled?
(as of Spring 1982)

	Statewide		College	
	Number	Percent	Number	Percent
Still enrolled	1,710	21	28	17
Not enrolled	6,338	79	142	83
TOTAL	8,048	100	170	100
Missing data: 19			0	

Table 4

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What is the average number of credits these students have earned since 1978?

	Statewide		College	
	Number	Percent	Number	Percent
0	1,024	13	0	0
1 - 3	979	12	21	13
4 - 6	670	8	18	11
7 - 11	571	7	14	9
12 - 15	539	7	15	9
16 - 30	1,259	16	28	17
31 - 45	791	10	19	12
46 - 60	795	10	22	14
61 - 75	1,254	16	24	15
76 - 90	164	2	0	0
91 - 124	20	-	0	0
TOTAL	8,066	100	161	100
Mean: 27.0			27.0	
Missing data: 1			9	

Table 5

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How many students have earned degrees since 1978?

	Statewide		College	
	Number	Percent	Number	Percent
Associate degree	1,220	15	29	17
Certificate	134	2	2	1
No degree	6,558	83	139	82
TOTAL	7,912	100	170	100
Missing data: 155			0	

Table 6

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What is the cumulative grade point average of these students?

	Statewide		College	
	Number	Percent	Number	Percent
0 - 1.99	1,819	23	9	5
2.00 - 2.49	1,344	17	28	17
2.50 - 2.99	1,480	18	43	25
3.00 - 3.49	1,740	22	55	32
3.50 +	1,678	21	35	21
TOTAL	8,061	100	170	100
Mean: 2.51			2.87	
Missing data: 6			0	

Table 7

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What was the average age of these students when they entered in 1978?

	Statewide		College	
	Number	Percent	Number	Percent
15 - 19	4,025	50	98	58
20 - 29	1,698	21	25	15
30 - 39	1,092	14	23	14
40 - 49	667	8	16	9
50 - 59	281	4	5	3
60 - 75	277	3	2	1
TOTAL	8,040	100	169	100
Missing or out-of-range: 27			1	
Mean age: 26.7			25.2	

Table 8

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How many males and females were in the survey?

	Statewide		College	
	Number	Percent	Number	Percent
Male	2,906	36	53	31
Female	5,135	64	117	69
TOTAL	8,041	100	170	100
Missing data:	26		0	

Table 9

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What was the racial/ethnic background of the students?

	Statewide		College	
	Number	Percent	Number	Percent
Black	885	11.5	13	8
American Indian	27	.3	0	0
Asian	77	1.0	0	0
Hispanic	103	1.3	1	1
White	6,541	84.7	132	80
Foreign	21	.3	0	0
Other	69	.9	18	11
TOTAL	7,723	100.0	164	100
Missing data:	344		6	

Table 10

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What was the academic goal of the students when they entered?
(Question A)

	Statewide		College	
	Number	Percent	Number	Percent
Take courses only	2,713	36	58	36
Certificate	715	9	12	7
Associate degree	4,119	55	93	57
TOTAL	7,547	100	163	100
Missing data: 520			7	

Table 11

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Reason for attending community college?
(Question B)

	Statewide		College	
	Number	Percent	Number	Percent
Explore new field	1,154	15.5	25	15
Prepare for career	1,460	19.5	34	21
Prepare for transfer	2,329	31.4	58	35
Update job skills	903	12.2	17	10
Interest and self-enrichment	1,398	18.8	25	15
Other	188	2.5	7	4
TOTAL	7,432	100.0	166	100
Missing data: 635			4	

Table 12

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Was personal goal achieved?
(Question C)

	Statewide		College	
	Number	Percent	Number	Percent
Yes	3,790	61.7	88	61
No	2,351	38.3	57	39
TOTAL	6,141	100.0	145	100
Still attending:	1,551			
Missing data:	375		25	

Table 13

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Did students attend full-time or part-time
when at community college?
(Question D)

	Statewide		College	
	Number	Percent	Number	Percent
Part-time	4,574	59.3	95	58
Full-time	3,138	40.7	70	42
TOTAL	7,712	100.0	165	100
Missing data:	355		5	

Table 14

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Were the students satisfied with their program and the community college?

	Statewide		College	
	Number	Percent	Number	Percent
Program (Question E)				
Extremely satisfied	2,547	32.7	52	31
Satisfied	4,802	61.7	103	62
Unsatisfied	436	5.6	11	7
TOTAL	7,785	100.0	166	100
Missing data: 282			4	
College (Question F)				
Extremely satisfied	2,686	34.5	56	33
Satisfied	4,845	62.2	106	63
Unsatisfied	258	3.3	6	4
TOTAL	7,789	100.0	168	100
Missing data: 278			2	

Table 15

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Most important reasons for leaving college before graduating?
(Question H - Selecting only those who had not graduated and were not still enrolled)

	Statewide		College	
	Number	Percent	Number	Percent
Achieved goal	705	18.1	6	7
Changed goal	221	5.7	5	6
Scheduling conflict	757	19.4	16	18
Military	41	1.1	3	3
Courses not available	296	7.6	6	7
Dissatisfied with program	96	2.5	5	6
Unsure of major	237	6.1	5	6
Courses too difficult	58	1.5	1	1
Dissatisfied with quality of teaching	132	3.4	4	5
Transferred	593	15.2	22	26
Financial aid not sufficient	139	3.6	1	1
College too expensive	48	1.2	1	1
Personal/marriage	577	14.8	11	13
TOTAL	3,900	100.0	86	100
Missing data: 1,247			26	

Table 16

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Employment Status of Students
(Question I)

	Statewide		College	
	Number	Percent	Number	Percent
Employed part-time	1,765	21.8	36	22
Employed full-time	4,281	53.1	86	52
Seeking work	574	7.1	9	5
Not seeking work	967	12.8	34	21
TOTAL	7,587	100.0	165	100
Missing data: 480			5	

Table 17

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Did full-time employed students have same job while in college?
(Question J - Select only Question I-2)

	Statewide		College	
	Number	Percent	Number	Percent
Yes	2,206	53.7	36	42
No	1,899	46.3	49	58
TOTAL	4,105	100.0	85	100
Missing data: 176			1	

Table 18

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Among those employed full-time,
what is location of present job?
(Question K - Select only Question I-2)

	Statewide		College	
	Number	Percent	Number	Percent
Same county as community college	2,164	52.4	40	47
Other Maryland county	770	18.7	32	37
Baltimore City	506	12.3	5	6
Washington, DC	385	9.3	4	5
Delaware	13	.3	0	0
Pennsylvania	55	1.3	0	0
Virginia	99	2.4	2	2
West Virginia	24	.6	0	0
Other state	114	2.8	3	3
TOTAL	4,130	100.0	86	100
Missing data: 151			0	

TABLE 19

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Among full-time employed,
was community college program related to job?
(Question L - Select only Question I-2)

	Statewide		College	
	Number	Percent	Number	Percent
Directly related	1,428	34.2	34	40
Somewhat related	1,360	32.6	27	31
Not related	1,381	33.1	25	29
TOTAL	4,169	100.0	86	100
Missing data: 112			0	

Table 20

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How did program help career development?
(Full-time employed only)
(Question M - Select only; Question I-2)

	Statewide		College	
	Number	Percent	Number	Percent
Program Increased Theoretical Understanding				
Yes	2,195	74	44	72
No	775	26	17	28
TOTAL	2,970	100	61	100
Missing data: 1,311			5	
Not applicable: 3,786			20	
Program Increased Job Skills				
Yes	2,181	70	47	72
No	933	30	18	28
TOTAL	3,114	100	65	100
Missing data: 1,167			3	
Not applicable: 3,786			18	
Program Helped Obtain Job				
Yes	1,027	33	22	33
No	2,045	67	45	67
TOTAL	3,072	100	67	100
Missing data: 1,209			2	
Not applicable: 3,786			17	
Program Helped Get Promotion				
Yes	964	32	24	39
No	2,004	68	38	61
TOTAL	2,968	100	62	100
Missing data: 1,315			3	
Not applicable: 3,786			21	

Table 21

FOLLOW-UP SURVEY OF 1978 ENTRANTS

To which colleges did students transfer?
(Question N)

	Statewide		College	
	Number	Percent	Number	Percent
Other Maryland community college	201	8.2	7	10
Maryland public State college	538	22.2	13	19
University of Maryland	704	29.0	30	44
Maryland four-year private	251	10.4	4	6
Maryland two-year private	19	.8	1	2
Maryland technical/commercial	98	4.1	2	3
Non-Maryland four-year public	284	11.7	5	7
Non-Maryland four-year private	185	7.6	4	6
Non-Maryland other	145	6.0	2	3
TOTAL	2,425	100.0	68	100
Did not report transfer: 5,642			102	

Table 22

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Enrollment Status at Transfer Institution
(Question O - Only those who transferred)

	Statewide		College	
	Number	Percent	Number	Percent
Part-time	638	26.6	9	13
Full-time	1,762	73.4	59	87
TOTAL	2,400	100.0	68	100
Missing data: 25			0	
Did not report transfer: 5,642			102	

Table 23

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Was the student's transfer program related to the community college program? (Question Q)

	Statewide		College	
	Number	Percent	Number	Percent
Directly related	1,080	45.5	26	38
Somewhat related	852	35.9	25	37
Not related	441	18.6	17	25
TOTAL	2,373	100.0	68	100
Missing data: 52			0	
Did not report transfer: 5,642			102	

Table 24

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Why were credit hours lost in the transfer process? (Question S - Select only transfers)

	Statewide		College	
Reason	Total Students	Average Hours Lost	Total Students	Average Hours Lost
Low grades	87	4.8	2	4
Changed program	198	11.7	7	15
Too many hours (+ 64)	141	8.1	2	4
Other reasons	199	8.5	13	28
No credits lost	1,800	-	23	49
TOTAL	2,425	2.3	47	100
Did not transfer: 5,642			102	
Missing data:			21	

Table 25

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How many credit hours were lost in the transfer process?
(Question S)

Credit hours lost	Statewide Number	Statewide Percent	College Number	College Percent
No credit hours lost	1,8913	78	46	68
1 - 3	160	7	5	8
4 - 6	120	5	4	6
7 - 12	134	5	11	16
13 - 20	58	2	1	1
21 +	60	3	1	1
TOTAL	2,425	100	68	100
Average credit hours lost:	2.3		1.2	
Did not transfer:	5,642		102	

Table 26

FOLLOW-UP SURVEY OF 1978 ENTRANTS

What was the grade point average of students
at the transfer college?
(Question P)

	Statewide Number	Statewide Percent	College Number	College Percent
Below 1.99	72	3	5	8
2.00 - 2.49	321	14	13	20
2.50 - 2.99	637	28	20	31
3.00 - 3.49	744	33	18	28
Above 3.50	507	22	8	13
TOTAL	2,281	100	64	100
Missing data:	144		4	
Did not transfer:	5,642		102	

Table 27

FOLLOW-UP SURVEY OF 1978 ENTRANTS

How satisfied were students
with their preparation for transfer?
(Question R - Select only those who transferred)

	Statewide		College	
	Number	Percent	Number	Percent
Extremely satisfied	661	29	20	33
Satisfied	1,397	62	37	62
Unsatisfied	202	9	3	5
TOTAL	2,260	100	60	100
Missing data: 165			8	
Did not report transfer: 5,642			102	

Table 28

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Student Goal Achievement Items *

	Statewide		College	
	Number	Percent	Number	Percent
Student Wanted and Achieved AA Degree				
Wanted[1]	2,625	100	67	100
Received AA[2]	1,004	38	25	37
Did not receive AA	1,621	62	42	63
Student Wanted and Achieved Full-time Employment				
Wanted[3]	1,680	100	38	100
Employed full-time[4]	1,243	74	32	84
Not employed full-time	437	26	6	16
Student Wanted and Achieved Transfer				
Wanted[5]	1,638	100	47	100
Transferred[6]	1,240	76	39	83
Did not transfer	398	24	8	17
Student Took Courses for Personal Interest/Enrichment				
Primary reason was self-interest[7]	983	100	16	100
Achieved goal[8]	617	63	8	50
Did not achieve goal	366	37	8	50

* Students who were still enrolled or who had changed their educational goal are not included.

1. Response [illegible] Question A.
2. College reported that student received AA degree.
3. Response 2 or 4 of Question B.
4. Response 2 of Question I.
5. Response 3 of Question B.
6. Response 1-9 of Question N.
7. Response 5 of Question B.
8. Response 1 of Question C.

Table 29

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Associate Degree Goal Achievement
(Students Who Wanted and Did Achieve Associate Degree)

	Statewide		College	
	Number	Percent	Number	Percent
Sex				
Male	327/964	34	11/25	44
Female	677/1,655	41	14/42	33
TOTAL	1,004/2619	38	25/67	37
Racial/Ethnic				
Minority	117/408	29	3/7	43
Non-minority	771/1,999	39	19/48	40
Foreign/other	116/218	53	3/12	25
TOTAL	1,004/2,625	38	25/67	37

Table 30

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Employment Goal Achievement
(Students Who Wanted and Achieved Full-time Employment)

	Statewide		College	
	Number	Percent	Number	Percent
Sex				
Male	393/487	81	5/7	71
Female	841/1,184	71	27/31	87
TOTAL	1,234/1,671	74	32/38	84
Racial/Ethnic				
Minority	168/258	65	5/5	100
Non-minority	982/1,285	76	26/31	84
Foreign/other	93/136	69	1/2	50
TOTAL	1,243/1,679	74	32/38	84

Table 31

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Transfer Goal Achievement
(Students Who Wanted and Did Transfer)

	Statewide		College	
	Number	Percent	Number	Percent
Sex				
Male	602/767	79	19/24	79
Female	639/872	73	20/23	87
TOTAL	1,241/1,639	76	39/47	83
Racial/Ethnic				
Minority	127/201	63	4/4	100
Non-minority	1,030/1,333	77	27/34	79
Foreign/other	83/104	80	8/9	89
TOTAL	1,240/1,638	76	39/47	83

Table 32

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Personal Goal Achievement
(Students Who Took Courses for Self-Enrichment
and Reported their Goal Achieved)

	Statewide		College	
	Number	Percent	Number	Percent
Sex				
Male	191/341	56	2/3	67
Female	420/633	66	6/13	46
TOTAL	611/974	63	8/16	50
Racial/Ethnic				
Minority	61/127	48	-	-
Non-minority	528/810	65	6/11	55
Foreign/other	28/46	60	2/5	40
TOTAL	617/983	63	8/16	50

Table 33

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Satisfaction with Program, College, and Preparation for Transfer
(by Sex)

	Statewide			College		
	Male %	Female %	Total %	Male %	Female %	Total %
Program						
Extremely satisfied	30	34	33	31	32	31
Satisfied	64	61	62	67	60	62
Unsatisfied	6	5	5	2	8	7
TOTAL	100	100	100	100	100	100
College						
Extremely satisfied	33	36	35	31	35	33
Satisfied	64	61	62	69	60	63
Unsatisfied	3	3	3	0	5	4
TOTAL	100	100	100	100	100	100
Transfer Preparation						
Extremely satisfied	27	32	29	29	36	33
Satisfied	61	61	61	68	55	61
Unsatisfied	12	7	10	3	9	6
TOTAL	100	100	100	100	100	100
Missing data: 306				106		

N = 8,607

Table 34

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Satisfaction with Program, College, and Preparation for Transfer
(by Racial/Ethnic Background)

	Statewide				College			
	Minority	Non-minority	Other	Total	Minority	Non-minority	Other	Total
	%	%	%	%	%	%	%	%
Program								
Extremely satisfied	22	34	36	33	38	30	35	31
Satisfied	70	61	59	62	62	63	56	62
Unsatisfied	8	5	6	6	0	7	9	7
TOTAL	100	100	100	100	100	100	100	100
Number:	1,061	6,309	414	7,784	13	130	23	166
Missing data: 823					4			
College								
Extremely satisfied	26	36	32	35	36	34	30	33
Satisfied	69	61	65	62	64	62	65	63
Unsatisfied	5	3	2	3	0	4	5	4
TOTAL	100	100	100	100	100	100	100	100
Number:	1,059	6,317	412	7,788	14	131	23	168
Missing data: 819					2			
Transfer Preparation								
Extremely satisfied	27	30	30	29	75	30	33	33
Satisfied	59	61	63	61	25	63	67	61
Unsatisfied	14	9	8	10	0	7	0	6
TOTAL	100	100	100	100	100	100	100	100
Number:	312	1,966	130	2,408	4	54	6	64
Missing data: 17					0			

Table 35

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Satisfaction with Program, College, and Preparation for Transfer
(by Full-time/Part-time Status while at Community College)

	Statewide			College		
	Full-time %	Part-time %	Total %	Full-time %	Part-time %	Total %
Program						
Extremely satisfied	35	32	33	38	26	31
Satisfied	60	63	62	58	66	62
Unsatisfied	5	5	5	4	8	7
TOTAL	100	100	100	100	100	100
Number:	3,117	4,527	7,644	68	93	161
Missing data: 423				9		
College						
Extremely satistied	38	32	35	39	29	33
Satisfied	58	65	62	57	68	63
Unsatisfied	4	3	3	4	3	4
TOTAL	100	100	100	100	100	100
Number:	3,128	4,523	7,651	69	94	163
Missing data: 416				7		
Transfer Preparation						
Extremely satisfied	31	26	29	42	19	34
Satisfied	59	66	61	51	76	60
Unsatisfied	10	8	10	7	5	6
TOTAL	100	100	100	100	100	100
Number:	1,592	782	2,374	41	21	62
Missing data: 51				108		

Table 36

FOLLOW-UP SURVEY OF 1978 ENTRANTS

Student Report of Goal Achievement
(Question B by Question C*)

Goals	Statewide				College			
	Goal Achieved				Goal Achieved			
	Yes %	No %	Total		Yes %	No %	Total	
Explore new career or academic area	44	56	100%	(663)	58	42	100	(19)
Preparation for immediate entry into a career	61	39	100%	(947)	52	48	100	(25)
Preparation for transfer to a four-year institution	73	27	100%	(1,545)	77	23	100	(44)
Update skills for a job currently held	63	37	100%	(575)	36	64	100	(11)
Interest and enrichment	63	37	100%	(983)	50	50	100	(16)
Other	73	27	100%	(123)	100	0	100	(4)
TOTAL	64	36	100%	(4,836)	62	38	100	(119)
Missing data: 940					10			

* Excludes those still attending college (1,710) and those who reported they changed their goal (581).

MARYLAND COMMUNITY COLLEGES
STUDENT FOLLOW-UP QUESTIONNAIRE

FIRST-TIME STUDENTS, FALL 1978

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly (even if you took only one or two courses) and return in the envelope provided. All answers will be strictly confidential. Thank you for your assistance.

A. Please check **what you** hoped to achieve at this community college.

37
- ☐ 1. Take courses without working toward a degree or certificate
- ☐ 2. Certificate
- ☐ 3. Associate degree

B. Please check the one statement which most closely corresponds to your primary reason for attending this college.

38
- ☐ 1. Exploration of new career or academic areas
- ☐ 2. Preparation for immediate entry into a career
- ☐ 3. Preparation for transfer to a four-year institution
- ☐ 4. Update skills for a job currently held
- ☐ 5. Interest and self-enrichment
- ☐ 6. Other (specify) _____

C. Was your goal (indicated in item B) achieved by the time you left this community college?

39
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Still attending this community college

D. Did you attend this community college primarily on a part-time or full-time basis?

40
- ☐ 1. Part-time (11 credits or less per term)
- ☐ 2. Full-time (12 credits or more per term)

E. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

41
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

F. How satisfied were you with the overall quality of this community college? (check one)

42
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

G. Please respond to this item if you are no longer a student at this college.
Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent were these your reasons for leaving this college? (Check as many as apply.)

43 ☐ a. Achieved educational goal
44 ☐ b. Changed educational goal
45 ☐ c. Scheduling conflict between job and studies
46 ☐ d. Went into military service
47 ☐ e. Program or courses not available at this college
48 ☐ f. Dissatisfaction with program
49 ☐ g. Unsure about my choice of major
50 ☐ h. Found courses too difficult
51 ☐ i. Dissatisfied with quality of teaching
52 ☐ j. Transferred
53 ☐ k. Financial aid was not sufficient
54 ☐ l. This college was too expensive
55 ☐ m. Personal/marriage

H. If you are no longer a student at this college, look at the above list and select the three most important reasons why you did not return to this college. (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below.)

56
First ☐
Second ☐
Third ☐

OVER

EMPLOYMENT

Check one answer for each question.

I. Your current employment status.

59
- ☐ 1. Employed part-time
- ☐ 2. Employed full-time
- ☐ 3. Unemployed and seeking a job
- ☐ 4. Unemployed and not seeking a job

If you are currently unemployed, skip to item N.

J. Did you hold this same job while attending the community college?

60
- ☐ 1. Yes
- ☐ 2. No

K. Geographic location in which you are presently employed.

61
- ☐ 1. Same county/city as this community college
- ☐ 2. Other county in Maryland
- ☐ 3. Baltimore City
- ☐ 4. Washington, D.C.
- ☐ 5. Delaware
- ☐ 6. Pennsylvania
- ☐ 7. Virginia
- ☐ 8. West Virginia
- ☐ 9. Other state

L. Relationship between your program at this community college and your job.

62
- ☐ 1. Program directly related to job
- ☐ 2. Program somewhat related to job
- ☐ 3. Program not at all related to job

M. Did your educational program at this community college assist you in:

Increasing your theoretical understanding required for your job?

63
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Increasing your abilities to perform skills required by your job?

64
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Obtaining your job?

65
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

Obtaining salary increases and/or promotions?

66
- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Not applicable

44

TRANSFER

If you enrolled at another college since leaving this college, please respond to the following questions, even if you are no longer a student.
Check one answer for each question.

N. Indicate the type of institution to which you transferred.

67
- ☐ 1. Another Maryland public community college
- ☐ 2. A public State college in Maryland
- ☐ 3. The University of Maryland
- ☐ 4. Maryland private four-year college or university
- ☐ 5. A private two-year Maryland college
- ☐ 6. Maryland technical or commercial school
- ☐ 7. Out-of-state four-year public college or university
- ☐ 8. Out-of-state four-year private college or university
- ☐ 9. Other out-of-state college or university

O. What was your enrollment status when you enrolled in the institution indicated above.

68
- ☐ 1. Part-time
- ☐ 2. Full-time

P. Indicate your overall grade point average at the transfer institution (based on a 4-point scale).

69
- ☐ 1. Less than 2.0
- ☐ 2. 2.0-2.4
- ☐ 3. 2.5-2.9
- ☐ 4. 3.0-3.4
- ☐ 5. 3.5 and over

Q. To what extent was your curriculum program at this community college related to your major at the transfer institution?

70
- ☐ 1. Directly related
- ☐ 2. Somewhat related
- ☐ 3. Not related

R. How satisfied were you with your preparation for transfer?

71
- ☐ 1. Extremely satisfied
- ☐ 2. Satisfied
- ☐ 3. Unsatisfied

S. How many credit hours earned at this community college were not accepted at the transfer institution?

	No. Credits Lost	Reasons
72	_____	None
73-74	_____	Low grades
75-76	_____	Changed major/course not acceptable for program entered
77-78	_____	Tried to transfer more than 64 credit hours
79-80	_____	Other, please specify _____

THANK YOU FOR YOUR ASSISTANCE

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